

Research on Common Problems and Countermeasures of Middle School Sports in China

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Abstract. By adopting such research methods as literature data, analysis and synthesis, this paper studies the situation of middle school sports in China, and proposes the corresponding countermeasure, aiming to find out the common problems of middle school sports in China so as to guide the healthy development of school sports. Results show that our country middle school sports have many obvious problems in the sports teaching, sports teachers, extracurricular sports activities, sports funds, sports facilities and other aspects. The author suggests drawing lessons from foreign advanced experience, establishing and improving secondary school physical education supervision and evaluation mechanism and adhering to the principle of “twin-track approach”, etc.

Common Problems of the Secondary School Sports in China

In basic education in our country, school sports education and foreign language teaching are the most unsuccessful. From primary school to high school graduation, students have had school physical education for 12 years, yet they don't master one exercise technology, nor the fitness method, nor the sports nutrition and health care knowledge. Their physical and mental health continues to drop and they even often faint in the military training. Therefore, fitness effectiveness in our country school sports is very low. At present, it is very common that our country school sports education becomes mere a formality. The problem that sports discipline can't get enough attention is very serious. It happens from time to time that physical education cannot be guaranteed. Dispensable sports teaching also often occurs. For most schools, physical education classes are just used to complete the teaching task and to deal with checking. In the students' comprehensive evaluation, the sports score account in total score is extremely low and it is always decided by a certain sport score. Teachers grade in a very casual way. With no reasonable evaluation standards and the corresponding mechanism that can evaluates sports performance, nor a corresponding ensuring system, the physical education teaching quality cannot be guaranteed. At present, the school sports is basically embarrassing because it is “important to talk about, secondary to execute, unnecessary if busy”. This kind of embarrassment is visible in scholars' research conclusions:

The School Sports of the Non-Graduating Classes

The study done by Fan Liren, Gu Meirong, Wang hua in 2000 showed that about 86% of the students in our country participate in extracurricular sports activities in varying degrees, but with insufficient intensity and time and 14% of the students never participate in any extracurricular sports activities and 77% of the students have interest in sports activities in our country. Yao Lei's research shows that the school physical curriculum in 54. 1% of the provinces (cities) is carried out according to the provisions and the third year's physical education in junior and senior school is often occupied by a the Chinese and Maths. The physical subject has relatively low status. The results of the survey show that 51% of the physical exercise teachers think sports curriculum are more likely to be canceled than other courses, 27. 9% of people think that may be it is easier to cancel and 66. 2% of PE teachers think that physical curriculum is unimportant compared with other disciplines. The arbitrary mediation of PE in Beijing accounts for 25% and there is remarkable difference between the urban and rural areas. 79.28% of the rural schools in Henan province ensure two physical classes a week, but some individual high schools don't offer physical education. 55.22% of the students reflect that the physical education is sometimes occupied. Only 45.3% of the

schools can conduct large recess sports activities. The survey shows that a lot of schools have many problems in the management of extracurricular sports activities. They show too much randomness, letting PE even become a mere formality. Lacking basic management and scientific guidance, students' extracurricular activity is in disorder, inefficient and thus the meaning of these activities is unsatisfactory. Wuhaio and Qu Zonghu conclude that only 27.04% of the students in western rural areas are able to meet the requirements of 1 h physical exercise every day and there are still 72.96% of the students who take part in physical exercise less than 1 h each day. The ratio of rural sports teachers and students ranges from 1: 551.3 to 1: 949.3. In our country, the overall investment for school sports is low. The average school sports funds in different areas and schools at all levels range from 183 yuan to 132 yuan. The average per-capita sports fund ranges from 0. 77 yuan to 6. 4 yuan. The east is higher than the middle and the west. Overall, the school sports funds accounted for less than 2% of the school education funds (data from The development goal and countermeasure for school sports materials in our country in 2000). Yang Mingquan and Jia Yanna (2007) mentioned the cause of the deteriorating physical class teaching quality in the primary and secondary school in The Worrying Teaching Quality of Physical Class. The new curriculum standard and the sports teaching is not well-combined; Lesson plans and the actual teaching are disconnected; Sports load in physical education is far from the prescribed standards; Research activity remains in the name only; "students safety" limits the implementation of the teaching content; PE teachers have heavy workload but with low treatment.

Physical Education of Graduating Class in the High School

Problems of school physical education existing in graduating class of the high school are more serious. Now, the problem that physical education of the twelfth grade is occupied is very serious and it is very common that physical education is suspended for the second semester (or even in September). The author conducts a survey among the the twelfth grade students in Wuhan and finds schools that can't carry out sports teaching account for 39.8% and only 5.3% can have indoor health theory class. 77.2% are taken up by the other teachers or used for self-study. 44.0% have no extracurricular sports activities. Basketball, football and volleyball are the most popular with the twelfth grade students, while aerobics, martial arts and dance is less popular. According to XiaoWenfang's thesis, parents of the twelfth grade students who ignore the school sports account for 39.25% and 78.58% of the students think there is no time to participate in sports activities. According to a study done by Maying about the senior year sports teaching of Dezhou in Shandong province, 64% of the students are dissatisfied with the present physical education settings, 73% have strong interest in physical education, and 21% have little or no interest. 60% of the students like teaching content that combines games and skill study. Sports teaching in the third year of middle school is better. The author finds that no key middle schools in Wuhan cancel physical education for the third year of junior students, whereas 2.5% of the non-key middle schools do. Most of the grade students prefer the extracurricular sports activities, but 36.4% of the schools don't carry out extracurricular sports activities every week. Most students is motivated to participate in the sports activities mainly by adjusting learning (boys accounted for 34.2%, girls for 39.6%).

Above all, experts and scholars have done extensive and valuable research in the existing problems in the middle school physical education, such as teaching, teachers , extracurricular sports activities, sports funds, sports facilities and concluded that the sports teaching in the middle school in China is not satisfactory. If this kind of condition is solved in time, it will seriously affect the all-round development of middle school students' physical health and personality.

Countermeasures for Our Country's School Sports

Drawing Lessons from Foreign Advanced Experience

The relevant documents of the ministry of education in France clearly stipulate that sports is one of the major subjects and students must pass the exam so as to go to university. In the total score of 200 in the college entrance examination, the sports takes up 20 points and accounted for 10%. In

Russia, the middle schools have increased physical education time from the original two hours a week to an hour a day. No homework is assigned on Saturday and Sunday so the school can organize the student to carry out sports activities. Each school implements accordingly five sports teaching outlines, which is unique in the whole world. In the United States, different states have different school physical education curriculum and most show the following characteristics. The grade one students in high school must have the compulsory physical education lesson, while grade two and grade three students have electives. Students can choose different courses according to their own condition and interest and they can even choose the teacher. Students' physical deterioration is a "universal" problem, which is closely associated with secondary school sports teaching and the domestic schools can effectively draw lessons from foreign middle school sports reform.

Establishing and Improving Supervision and Evaluation Mechanism for the Secondary School Physical Education

However, few have done study from the angle of supervision and evaluation system and the mechanism of school sports. Supervision and evaluation is a comprehensive measure of the effectiveness of school physical education teaching. Moreover, it is the examination of the whole physical education teaching activities, students' learning and teachers teaching practice; it is the important guarantee that improves the quality of physical education teaching and realizes the goal of cultivating the students; it is also an important method of improving the existing teaching problems. The fundamental reason for the weakening school sports is the lack of supervision and evaluation system and mechanism. However, from the existing literature, the author finds that the predecessors have done little research in the effectiveness of the school sports supervision and evaluation system and the mechanism. To strengthen the school sports and improve the physical health of students, people need to change their concept. Except that, first of all, strict supervision system and scientific evaluation criteria should be established around the "axis" of "life and health the first". Secondly, departments and schools set up management organizations for the school sports teaching supervision and evaluation, strengthen the inspection, guidance, and evaluation for the school physical education teaching, and increase the inspection frequency and strength. They also should strengthen the management of student sports safety, establish and improve the system of juvenile accident injury insurance, purchase sports injury insurance for students, and solve the fears for school sports. Thirdly, the schools should build students' physical health information and health records and make them the important basis for the comprehensive evaluation; Fourthly, the schools establish the comprehensive evaluation mechanism that combines school sports work and physical health of students and post the evaluation results in public; Fifthly, the school sports goal and physical health standard should be compared and accountability system for the education manager and principal should be adopted. School sports must be systematically and strictly supervised and evaluated in order that the school sports and physical health of students can be ensured.

Sticking to the Policy of "Walking on Two Legs"

The reform and implementation of physical education system in middle school and the improvement of students' physical health mainly lies in the school which is at the grass-roots level and the principal of the school is the key. Therefore, it's urgent for the principal to take the lead, give full play to the main function of physical education for health in middle school and put forward specific effective physical education reform plan and method and implement it in accordance with the spirit of the central documents No. 7 and 53 and combining the reality in school.

On the basis of predecessors' research, the author puts forward that school sports system "walks on two legs" and makes comprehensive reform. The author suggests the combination of macro system, meso system and micro system, the combination of administrative and legal system construction, sports system and sports mechanism, the evaluation and supervision, formal system and informal system construction, sports thought and action, the combination of sports theory and practical experience, the top-level design and actual audience, the present situation and the future development, physical health and skill learning, physical and mental health, sports knowledge and

exercise ability, classroom teaching and extracurricular exercise, personal development and social coordination, cultural learning and physical exercise, college entrance examination of sports and that of culture, internationalization and localization, hardware and software, the amount of sports teaching and students' exercise quality, and the combination of initiative teachers and the students. The proposal of "walking on two legs" and how to combine the elements and carry it out is needed to be studied deeply and in detail. Besides, the experts should be consulted.

Summary

Our country middle school sports have many obvious problems in the sports teaching, sports teachers, extracurricular sports activities, sports funds, sports facilities and other aspects. The author suggests drawing lessons from foreign advanced experience, establishing and improving secondary school physical education supervision and evaluation mechanism and adhering to the principle of "twin-track approach", etc.

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